

**THE IMPLEMENTATION OF DIRECTED READING THINKING
TECHNIQUE IN TEACHING READING COMPREHENSION TO
THE EIGHT GRADE STUDENTS OF SMP WARGA SURAKARTA
IN 2017/2018 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of The Requirement for Getting Bachelor Degree of
Education in English Department School of Teachers Training And Education**

by:

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**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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ACCEPTANCE

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Accepted and Approved by Board Examiners
School of Teacher and Education
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TESTIMONY

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, November 1st 2018

The researcher,



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Abstrak

Penelitian ini bertujuan mendeskripsikan (1) teknik kelas untuk mengembangkan ketrampilan membaca yang digunakan guru yaitu Teknik Directed Reading Thinking, (2) langkah-langkah guru yang dihadapi dalam penerapan teknik tersebut, (3) keuntungan dan kekurangan dalam menggunakan teknik directed reading thinking saat pembelajaran reading comprehension dikelas delapan SMP Warga Surakarta tahun ajaran 2017/2018. Jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah guru dan siswa kelas 8B dan 8D warga Surakarta. Metode Pengumpulan data berupa observasi didalam kelas untuk mengetahui teknik pembelajaran yang dipakai saat di kelas, selain itu peneliti juga melakukan wawancara terhadap guru serta memberi angket kepada siswa untuk memperoleh informasi yang lebih lengkap mengenai proses belajar mengajar Bahasa Inggris khususnya reading comprehension. Hasil dari penelitian ini adalah guru menggunakan teknik directed reading thinking dalam pembelajaran Reading Comprehension. Bagaimana cara guru menerapkan teknik tersebut yaitu (1) membuat prediksi berdasarkan petunjuk judul, (2) membuat prediksi dari petunjuk gambar, (3) membaca bahan bacaan atau teks, (4) menilai prediksi dan menyesuaikan prediksi. Dalam menggunakan teknik directed reading thinking, guru menghadapi beberapa kekurangan dan menemukan keuntungan dari penerapan teknik tersebut. Peneliti menyimpulkan bahwa guru Bahasa Inggris di SMP Warga Surakarta menggunakan teknik directed reading thinking untuk meningkatkan pemahaman membaca siswa.

Kata kunci: teknik membaca yang diarahkan, pemahaman membaca, kekuatan, penyelesaian masalah dan kelemahan

Abstract

This research is intended to describe, (1) the class techniques to develop reading comprehension skills, (2) the teacher steps to implements the technique, (3) the strength and weakness of directed reading thinking technique used in teaching reading comprehension to the eight grade student of SMP Warga Surakarta 2017/2018 in academic year. The type of this research is descriptive qualitative. The subjects of the study were teacher and students of 8B and 8D at Junior High School Warga Surakarta. The method of collecting data in this study is observation in the classroom. Besides, the researcher also conducted interviews to the teacher and gave the survey to the students to obtain more complete information about the teaching and learning process, especially reading comprehension. The result shows the teacher used Directed Reading Thinking Technique in reading comprehension. The teacher implements directed reading thinking technique directly; (1) predicting based on the directions the title, (2) making a prediction of the clues a picture, (3) reading materials or text, (4) assessing a prediction and adjusting the prediction. Using a directed reading thinking technique, teacher has some strength and weakness. The researcher concluded this research that English teacher in SMP Warga Surakarta used directed reading thinking technique to improve students' reading comprehension.

Keyword: directed reading thinking technique, reading comprehension, strength, solution and the weakness

1. INTRODUCTION

Reading is the central of the learning process. In language teaching, reading comprehension is one aspect of language skills that must be mastered by secondary school students. In teaching reading, the teacher should provide good material, methods and learning assessments. Teacher should not only make students active, but also make students understand about what the teacher explains. When the students enjoy English, it can be a good way for the students to learn English. So, there is no statement from the students that English is a difficult subject, but English is easy to learn.

Every language skill has a classroom technique and teaching reading also has a classroom technique where classroom techniques and classroom activities are the same thing. Fauziati (2015: 115) stated that there is an obvious implication for the teaching of reading skills. Reading skill becomes a major problem for student and teacher to develop the student ability in understanding reading skill. Most of students feel lazy to read because the text usually is too long to read. The teacher is charged to have various techniques that can make students more interested and active in learning process.

In this case, the writer wants to observe the implementation of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta . The reason why the writer wants to observe the implementation of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta is because using Directed Reading Thinking Technique in reading class encourages students to be active and thoughtful readers. The process of predicting, reading, and proving make the students not passive in reading class. They use their mind to be more aware of the topic given may be known yet by the students. Further, it also teaches students to monitor their understanding of the text as they are reading. The students understand the content of the text step by step. It began from activating prior knowledge, then predicting what they will learn about the topic and the last is proving.

The reason the researcher conducts this research is to identify the technique that apply in teaching reading comprehension, the researcher can give the results to the teacher can teach the study strategies suitable for teaching reading comprehension

Based on the interview to the English teacher of eight grade students in SMP Warga Surakarta, the student often read the short text. So, the writer wants to observing the teaching and learning activities entitled the implementation directed reading thinking technique in teaching reading comprehension to the eight grade of SMP Warga Surakarta in 2016/2017 academic years. In this research has purpose to observing the implementation directed

reading thinking technique. In the problem statement have general subsidiary question, there are: how is directed reading thinking technique implemented in teaching reading comprehension, what are the strength of directed reading thinking technique in reading comprehension, what are weaknesses of directed reading thinking technique in Reading Comprehension, what are teachers obstacles in using directed reading thinking technique, what are student obstacles in using directed reading thinking technique.

Dealing with this problem, the objectives of the study are to analyse implementation directed reading thinking technique in teaching reading comprehension.

To help the researcher arranges this paper, she uses several literature review as her references. research. They are Noor Rahayu, Kamilia entitled *The Use of Directed Reading Thinking Activity Research on the Eight Grade Students of SMP Muhammadiyah 2 Kudus in the Academic Year 2011/2012, Using Directed Reading Activity (DR-TA) To Improve The Reading Comprehension Ability of the Eight Grade of SMP Negeri 1 Yogyakarta in Academic year of 2013/2014* by Novita Riyana, *The Effect of Directed reading Thinking Activity and Reading Interest on Student Reading Comprehension (and Experimental Study in the Eight Grade Student of Mts jamiyyah Islamiyyah Pondok Aren 2015* by Yuliana Friska, and Saputri entitled *“Efektivitas Strategi directed Reading Thinking Activity (DRTA) Untuk Pembelajaran Membaca Pemahaman Teks Ekplanasi Pada Siswa Kelas VII SMP Negeri 1 Parakan Temanggung.*

2. METHOD

According to the aim of the study, the type of this research is descriptive qualitative method. The method to get information concerns with phenomena occurred. Descriptive researches attempt to describe and explain the event, objects, resources, institution, groups and various fields. By this means, it becomes possible to understand them well, make categorizations and determine relations (Kaptan, 1998). The researcher wants to observe and describe the implementation of directed reading thinking technique of SMP Warga Surakarta 2016/2017 academic year.

The Subject in this research the Students of 8B and 8d. The object of this research is the implementation of directed reading thinking technique in teaching reading comprehension to the eight grade of SMP Warga Surakarta in 2016/2017 academic year. The location at Jl. Monginsidi N0.15, Tegalharjo, Jebres, Kota Surakarta, Jawa Tengah 57129. The researcher gets the data from some sources, such as events, informants, and documents. The researcher chooses observation and interview as the method of collecting data in her study. There are

several techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. RESULT AND DISCUSSION

The writer presents research findings, as follows: 1) the implementation of directed reading thinking in teaching reading comprehension to the eight grade students of SMP Warga Surakarta, 2) the strengths of directed reading thinking technique in reading comprehension to the eight grade students of SMP Warga Surakarta, 3) the weaknesses of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta, 4) The barriers experienced by teacher in the use of directed reading thinking technique in reading comprehension to the eight grade students of SMP Warga Surakarta, 5) the barriers experienced by students in the use of directed reading thinking technique in reading comprehension to the eight grade students of SMP Warga Surakarta.

3.1 The Implementation of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta

The technique is important in teaching learning process. The teacher in SMP Warga Surakarta used directed reading thinking techniques in teaching learning process, especially in teaching reading comprehension. Based on observation, the researcher found techniques used by the teacher in 8B and 8D at SMP Warga Surakarta. The researcher found that the technique used by the teacher in teaching reading comprehension to the eight grade students of SMP warga Surakarta are directed reading thinking technique in teaching reading comprehension.

The finding is in line with the theory, because According to Stauffer in Bainbridge and Sylvia (1999), DRTA is one strategy to show the active role of readers. Prior to reading, the students are asked to generate a prediction of story development based on some limited information such as the title of the reading selection, the author's name, or a few illustrations. The directed reading thinking technique can be used to extend and strengthen reading skill because this activity to monitor students in the understanding of the text when students reading the text and to make the students more interested in the teaching and learning process. The process of predicting, reading, and proving make the students are not passive in reading class. They use their mind to be more aware of the topic given may be known yet by the students. Further, it also teaches students to monitor their understanding of the text as they are reading. The students understand the content of the text step by step. It began from

activating prior knowledge, then predicting what they will learn about the topic and the last is proving.

The researcher concluded the implementation of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta are in line with Stauffer in Bainbridge and Sylvia.

3.2 The strength of directed reading thinking technique in reading comprehension to the eight grade students of SMP Warga Surakarta

All of the techniques used by the teacher have their own way, any technique that is used by the teacher in teaching learning process gives purposes to the teacher and students. The implementation of directed reading thinking technique in SMP Warga Surakarta is to improve the students reading skills.

Based on the researcher observation at SMP Warga Surakarta using directed reading thinking techniques its way: 1) the teacher discusses the wrong worksheet containing the descriptive text and asked the leading questions to make the students predict what the text. 2) In the case, the teacher read the passage aloud as a model and used the textbook and student's worksheet. 3) In the step, the teacher asked the students to summarize the paragraph in their groups. And also one of them came forward to retell the passage and got the additional points. The process of predicting, reading, and proving make the students are not passive in reading class. They use their mind to be more aware of the topic given may be known yet by the students. Further, it also teaches students to monitor their understanding of the text as they are reading. The students understand the content of the text step by step. It began from activating prior knowledge, then predicting what they will learn about the topic and the last is proving. Based on the explanation above there are the procedure of the technique used by the teacher in teaching reading comprehension.

3.3 The weaknesses of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta

The weaknesses of directed reading thinking technique indeed it is only useful if students have read or heard the text being used, there are some weaknesses in SMP Warga Surakarta;

3.3.1 Classroom Management

Classroom management may become a problem if it is a big class (the students more than thirty) because the teacher could not control the students personally and the technique directed thinking activity requires the provision of reading books and often beyond the ability of school and students, through reading comprehension directly, information cannot be obtained quickly, it is different if get abstraction through oral presentation by teacher and

technique directed thinking activity wasting a lot of time if the management of class are not efficient.

3.3.2 Grouping

Question and answer the students usually have a lot of chitchat in the group and have a long time to finish their work. This is also shown when the teacher let them to discussing and actually they are only joking with their friends, but occasionally work on it.

3.3.3 Reading aloud

Sometimes by reading aloud not the entire student listening or observing attentively their friends. This is shown when their friend reading aloud, some students chatting and joking with their friend.

The previous findings did not present about the strength and weakness in teaching-learning process especially in teaching reading comprehension. While, in this study the researcher presents some weakness of the implementation of directed reading thinking technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta

3.4 The barriers experienced by teacher in the use of directed reading thinking technique to the eight grade students of SMP Warga Surakarta

3.4.1 Telling the property that will be used

Property is an important part of the teaching and learning process, especially the directed thinking activity strategy using images to lure students to find the main ideas in the story. Faizal (2010), defines that teaching aids as audio or visual tools that are used to help the learning process become more interesting and arouse students' interest in deepening the material.

According to the statement above, the teacher uses educational teaching aids considered to be able to hone students' reasons in understanding, trusting, and implementing the material being studied. Because, in the implementation of learning using teaching aids, it uses a contextual approach to combine theoretical and practical, abstract and concrete approaches. There are many benefits that can be gained from the use of educational props, both for students and for teachers, such as creating effective and efficient learning and learning to make students' interests increase and not boring.

3.4.2 Problem pronunciations

In learning English, being able to pronounce words, phrases and sentences correctly, should be the words produced by speakers of English are the main goals. It becomes important

because in English a pronunciation error will cause the word meaning to be wrong too. As a result, the message want to convey will not be clearly accepted.

3.4.3 The limit of English lesson time.

Learning reading comprehension is very influential in the teaching and learning process and a lot of material has to be learned, while the lesson time is limited, sometimes the teacher could not finish the materials at the end of the meeting The teacher considers timeless because the curriculum prioritizes the ability reading and writing learning. The teacher regrets more time and also much material. This strongly reflects inefficient student learning.

3.4.4 Teaching-learning condition

The condition of the class greatly affected the teaching-learning process. According to Moch. Uzer Usman (1995) in one of his books suggests that an optimal teaching-learning condition could be achieved if the teacher is able to organize the pupil and the means of learning and control it in a pleasant condition to achieve the purpose of teaching. Here, it is clear how effective classroom management is an absolute prerequisite for the creation of an effective teaching-learning process as well.

Based on the explanation above there are the barriers experienced by teacher in the use directed reading thinking technique in teaching reading comprehension to the eighth grade of SMP Warga Surakarta in 2017/2018 Academic Year.

3.5 The barriers experienced by student in the use of directed reading thinking technique to the eight grade students of SMP Warga Surakarta

3.5.1 Student's role

Students are faced with the difficulty of understanding reading, learning material about the main and content of the story because of the lack of interest in reading students

3.5.2 Lack of students motivation

Lack of students motivation express opinions in front of the class as well as students less active and creative in following classroom learning

3.5.3 The lack of student confidence

Many of students felt that they were not confident to speaking English so well to express the story at the text. The students assume that speaking skill is the most difficult to learn. if the student does not have confidence in himself, then he will tend to rely on others to feel good. So he will tend to avoid taking risks for fear of failure. Confidence also refers to self-esteem or self-image (Santrock, 2011: 92).. So the teacher must be clever in choosing a technique classroom, whether the technique can improve student self-confidence or even drop the students' confidence.

Based on the explanation above there are the barriers experienced by student in the use directed reading thinking technique in teaching reading comprehension to the eighth grade of SMP Warga Surakarta in 2017/2018 Academic Year.

4. CONCLUSION

In this part, the researcher draws the conclusion of this study. Based on some observations at Junior High School Warga Surakarta, the findings and discussion can be concluded as follows: 1) The Implementation of Directed Reading Thinking Technique in teaching comprehension to the eight grade students of SMP Warga Surakarta it can help the student to understand the material easily, because predicting, reading, and proving involving the interaction of student and teacher of the text as a whole, 2) The strengths of Directed Reading Thinking Technique in teaching reading comprehension to the eight grade students of SMP Warga Surakarta the first step making prediction based on clue title, the next step predicts follow a picture of a move made the teacher, 3) The weaknesses of Directed Reading Thinking Technique in teaching reading comprehension are classroom management, reading aloud, grouping, question and answer question, 4) The barriers experienced by teacher in the use of Directed Reading Thinking Technique in teaching reading comprehension are telling the property that will be used, problem pronunciations, the limit of English lesson time, and teaching learning condition, 5) The barriers experienced by students in the use of Directed Reading Thinking Technique in teaching reading comprehension are Student's role, lack of students' motivation and the lack of students confident.

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